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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with students at the elementary school level. The goal of this module is to help participants develop skills necessary to assist students in their decision-making processes. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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HELPING ELEMENTARY SCHOOL STUDENTS DEVELOP DECISION-MAKING SKILLS

MODULE 47

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITU "E OF EDUCATION

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May 1978

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WARM-UP ACTIVITY

Decision-Making Interview

The purpose of this activity is to give you an opportunity to meet other workshop participants and to obtain information that will be used later in the workshop.

Instructions: Choose a partner within your group. Introduce yourself. Select from the following list one topic which you both agree to discuss:

--A decision which made me the happiest.

--The most important decision I have made.

--A decision I would like to re-make.

--A decision I soon will have to make.

Discuss your topic for five minutes.

Now, review with your partner the process you both used for deciding on a topic. What steps did you go through? Did one of you make the decision and the other agree? If not, how was the choice of topic made? What it a mutual decision?

Next, introduce your partner to the entire group.

After the second partner is introduced, s/he will describe the decision-making process which you both used.

Module Goal

This module focuses on particular skills needed to assist students to make decisions.

This module is especially suited to elementary school personnel including teachers, counselors, psychologists, administrators, paraprofessionals, and any others who desire to facilitate students' independence, self-control and self-motivation.

You will gain awareness of the decision-making process. You will understand the relationship of knowledge of your interests, attitudes and values to that process; improve your skills in helping students to make decisions; and develop and demonstrate a lesson designed to attain improved student decision-making in your own setting.

Module Objectives

When you have successfully completed this module, you will be able to:

1. List at least five advantages of helping students develop their decision-making ability.
2. Utilize the eight steps of a general model of the decision-making process in an actual decision-making situation.
3. List at least five factors in the instructional process that provide opportunities for student decision-making.
4. Describe three strategies that can be used to help students develop their decision-making ability and model one strategy.
5. Plan and conduct a simulated lesson to help students develop their decision-making ability.

GLOSSARY

Alternatives - choices, ways of behaving.

Consequences - results of something you do or choose

Critical - important and needing attention.

Decision-making - a process in which a person considers information and selects from two or more alternatives.

Rational - based on reason and logic, carefully thought out and considered.

Strategy - a pattern of making decisions.

Self-knowledge - understanding one's ability, interests, attitudes and values.

Social awareness - understanding group norms, sanctions, roles and behaviors.

Value - something a person believes to be important, worthy.

Problem - a situation in which a decision needs to be made.

Your students make dozens of decisions every day, for example, how to act, where to go, what to say, what to wear, and they usually do it without paying very much attention to the process. Most of their decisions are made from habit, almost as if they have been programmed to decide in a particular way. As a matter of fact, in a way they have been programmed. Their pattern of making decisions has developed over the years as a result of experiences which they have had, combined with mental operations which they have found successful. Are their decision-making patterns good? Bad? Can they learn to improve them? What effect can you have on the process?

Decision-making, according to experts, is a skill that can be learned. Like reading, this skill requires both instruction and practice. Do you know that you can help your students to improve the quality of their decision-making just by taking the time to help them analyze their decision-making pattern?

What Exactly Is Decision-Making?

Decision-making happens whenever a person carefully considers information and then makes "reasoned" choices among two or more possible alternatives. A person is not limited to making "reasoned" choices just for major issues, such as for whom to vote. More personal decisions involve choosing as well. For instance, what to do with a child who swears on the playground, or whether or not to buy a new car.

Is Decision-Making Different From Problem Solving?

Yes, it is. Problems usually have a "best" answer. A math problem, for instance, has one correct answer. Decisions, on the other hand, have no "right" or "wrong" answer. Each decision-maker selects an alternative which will be most satisfying for him/her. What is right for you may not be for me. For example, you may decide never to have children in the belief that the world is already over-populated. I, on the other hand, may decide to have children in the belief that

part of my purpose on this earth is to regenerate and continue the specie.

What Is Involved in the Decision-Making Process?

To be a successful decision-maker you must be able to know yourself, interpret the behavior of others, analyze what is happening around you, get pertinent information, think of alternatives and understand the consequences of each, and act on what you consider "best."

For example, before deciding to attend an optional after-school field trip, a fifth grader reported thinking, "How interesting does the description sound? Do I have the time? Am I eligible? Where can I get the money? Which of my friends are going? Do I really want to go?" She needed to get information to answer each of these questions. For funding, our heroine considered collecting and returning soda bottles, selling an old bike, using savings, or borrowing from her brother. She decided that collecting bottles would take too long, she might need the bike, and her brother would probably charge her interest on the money. So, she dipped into her piggy bank. She later told her parents she had had a great time and thought the trip well worth the money.

Knowing yourself is important because each decision you make is limited by what you are capable of doing, what is important to you, and what you are willing to do. If you don't know how to drive, you do not have a choice between walking or driving, but, if being independent is important to you, you will want to learn to drive.

Understanding what is going on around you and interpreting the behavior of others gives you valuable clues that help you to gain a true picture of yourself. We depend on other people to give us all the information that we need to survive. It is important to be able to "read" others just as we read a book. For instance, if you want to join a certain group, the behavior of members of that group would give you good information as to whether or not you would be welcome. Observing the way members treat other people with interests, abilities and values similar to yours would give you good information as to whether or

not membership would be satisfying to you. After getting this data, you might decide that you no longer value membership, or you might decide that you feel comfortable with these people and that you might even be willing to change in some way in order to make membership possible.

When Does a Decision Need To Be Made?

Whenever we become aware of a "gap" or "difference" between what we have and what we would like to have, the way things are and the way we would like them to be, what we see compared to what others see, or even what we read compared to what we have personally experienced, we feel the need to resolve the difference. Some people become ill-at-ease. Others even feel threatened. This is called a decision situation or a problem. Being able to clearly describe the "gap" helps us to define our goals or intentions. The decision-maker must know what s/he wants before making a choice. Learning decision-making skills increases the possibility that you will achieve what you truly want.

Why Do We Need to Collect Information Before Making a Decision?

Because changes constantly occur within us and around us, everything we do brings new information. If our way of gathering information is sufficient, we gain a sense of balance. We are able to form a true picture of the world in our mind. For example, if you had a runny nose and a sore throat, but were due to leave for a week's vacation in Hawaii for which you had saved for many months, would you go? Now, what if you had that runny nose and sore throat, but then you found out that you were also running a fever and that half of the students in your class were not in school because of an epidemic of flu, would you choose the same solution? It has been suggested that there are four mistakes commonly made in collecting information. These include: (1) not considering alternatives, (2) not knowing what is possible, (3) assuming data is unimportant, (4) collecting useless information. Can you think of an experience illustrating one of the above mistakes?

When Collecting "Facts," Do We Distort What We See?

We tend to see the world, not as it really is, but as we want it to be. Our perception of reality is "colored" by our wishes, fantasies and defenses. That is why information, "feedback," from others is so important. It helps us to be aware of as many of our hidden desires; then, we can lessen their influence. Abigail Van Buren, who advises millions of Americans annually regarding their marriage difficulties, reports that one of the major causes of early divorce stems from the inability of young people to be open to the advice of others regarding their chosen mate. Their choice is too often based on their wishes rather than what is real.

How Can You Tell When You Have Collected Enough Information?

Most successful decision-makers keep hunting for information until they have accumulated facts about alternatives, outcomes, probabilities and desirabilities. In order to determine when you have collected enough information, you must ask yourself:

What ways are possible (alternatives)?

How might things turn out (consequences)?

How likely is something to happen (probabilities)?

What outcomes are most desirable (values)?

What Is a Decision-Strategy?

A strategy is a way of making a choice. It is a pattern for decision-making. Without a strategy we either let others influence us or we make no decision at all (which, after all, is really a decision). Choosing and using different strategies can be learned. It is important to remember that no strategy is good or bad by itself. We develop our way or responding over a lifetime. Sometimes we are successful and sometimes not. Each decision-maker has a preferred way, a choice, a strategy, which may change when a situation calls for it. Dinklage, as quoted in Kurfman, 1977, has identified the following nine strategies as typical of most decision-making styles:

1. Impulse - "Do what you think of first."

2. Fatalistic - "It's all in the stars."
3. Compliance - "Anything you say, dear!"
4. Delaying - "I will think of that, tommorow."
5. Agonizing - "it's just too big to handle"
6. Planning - "Let's get organized."
7. Intuitive - "I have a hunch."
8. Paralysis - "I cannot face that yet."
9. Wishing - "Taking the long shot."

Spend a few minutes thinking about which strategy(ies) you tend to use. Consider your experiences in the warm-up activity. Would any of you like to share your favorite?

Although we will probably never understand all the reasons why we decide as we do, we are able to improve our decision-making skills by analyzing, as objectively as possible, the way we make decisions and comparing our strategies with those of other people (Barnard, 1976).

This module emphasizes one strategy, that of rational planning, which has proven to be an effective approach for the solution and/or prevention of personal conflicts, yet is seldom introduced or modeled in the elementary school.

Can We Trust "Common" Sense in Making a Decision?

When we look out the window the world looks flat. Common sense, usually based on our experiences, would tell us that it is flat. Because experience is often limited, common sense is not always a reliable index of truth. In predicting outcomes, however, experience is a definite help. As a person tries to imagine how things will turn out, s/he mentally "acts out" the situation. The richer the real life experiences, the more accurate the images will be and the better the predictions. In planning a meal, for example, you might decide to make and serve a souffle. If you had never had the experience of making a souffle, you might invite the guests to arrive at a particular time and, in order to be ready for your guests, prepare your souffle far in advance. However, if you had experienced souffles in the past, you would know that they must be served immediately, or they will collapse. With experience,

you would be better able to decide on the appropriate time to bake your souffle.

Is There a Relationship Between Decision-Making Ability and Self-Esteem?

There is. When we find a successful way to make decisions, our confidence increases for meeting future situations. We gain an awareness that we are able to handle our problems. We come to feel more in control of our lives because we are able to figure out what will probably work for us, and we gain more freedom because we can think of more opportunities for action. Our self-esteem is thereby enhanced. For example, you might be feeling quite bored or lonely one rainy Saturday afternoon. You consider either watching television, going to the movies, or going to a museum. You decide to try the museum and then you go. You find that getting out, being with other people and observing some objects which you have never seen is really a pleasurable experience. Because you have made that satisfying decision, you learn that you are able to deal with loneliness, and you gain a greater sense of freedom because you now have an additional alternative to select whenever you are feeling lonely or bored in the future.

Why Is the Decision-Making Process Considered Crucial for Students?

The world is changing so rapidly that it is highly unlikely that we will always retain the same career. A student today is predicted to have a minimum of six different occupations during his/her lifetime. It becomes vitally important, therefore, that youngsters gain skills that allow them to feel confident that their decisions are right for them and are not always left to chance. Learning the skills of decision-making gives the child the flexibility and power to change with change, thereby reducing his/her feelings of uncertainty and the influence of chance on his/her career choices.

When a person selects an occupation, s/he chooses a way of life--a lifestyle. Success with a job can determine one's social status, friendships, leisure activities, and even marriage partner. Preparing

for a career means preparing for life.

Summary: How Do We Know When a Student Is Aware of the Decision-Making Process?

A student is aware of the process if, before acting, s/he asks these questions of himself/herself or of others: What is the problem? What is important to me? Where can I get help? What information do I need? What choices do I have? What might happen if I choose this way? Which choice is best for me?

We can tell that the process has been learned when students:

1. *Use the words of the process as part of their everyday vocabulary.* For example, a student, seeing that a friend is very upset, might ask the question, "What is the problem?"

2. *Can give reasons why they chose a certain way,* and whether or not it was a good choice for them. A second grader was recently asked why he selected "the mountains" as his topic for a poem. He stated that the previous weekend he had visited his father in the mountains. He really had had a good time, and he planned to send his father the poem when it was finished. He offered three solid reasons for his decision.

3. *Use the process to solve everyday problems.* For instance, the student who chose to finish his homework during free time reports to you that he thought about doing a puzzle, as his friend had, but prefers to go to Scouts after school and had been instructed that he could not do anything until his homework was completed. He decided to finish his homework while he had the chance.

ACTIVITY ONE

Instructions

On the Decision-Making Profile (Winocur, 1978) (next page) circle one number: 1, 2 or 3 next to each statement, indicating how you see yourself as a decision-maker.

Now, think of a person who you consider to be an excellent decision-maker. Place an X on the answer most like that person.

Discuss the differences between your answers and those of your ideal decision-maker with your group for five minutes.

In the next five minutes, discuss any questions which members of your group might have regarding any items on the questionnaire.

Share your responses.

DECISION-MAKING PROFILE

		Usually Like this Person	Sometimes Like this Person	Seldom Like this Person
1.	Usually knows the things that are important to him/her.	3	2	1
2.	Talks about things s/he is interested in doing.	3	2	1
3.	Is not shy when discussing things s/he is good at doing.	3	2	1
4.	Can put her/his finger on a problem where one occurs.	3	2	1
5.	Asks direct and clear questions.	3	2	1
6.	Understands another point of view.	3	2	1
7.	Is curious.	3	2	1
8.	Searches for information from a variety of sources.	3	2	1
9.	Is creative, inventive.	3	2	1
10.	Has a good imagination.	3	2	1
11.	Seems to anticipate consequences.	3	2	1
12.	Is not overly concerned with being right.	3	2	1
13.	Cooperates well with others.	3	2	1
14.	Does not procrastinate in choosing.	3	2	1
15.	Sticks to a decision after careful thought.	3	2	1
16.	Pays attention to feelings and hunches.	3	2	1

		Usually Like this Person	Sometimes Like this Person	Seldom Like this Person
17.	Can change opinion when convinced of better alternatives.	3	2	1
18.	Likes to try new things.	3	2	1
19.	Is proud of self. Feels s/he is someone good to know.	3	2	1
20.	Does not mind being different from others.	3	2	1

TALLY

Ideal Decision-Maker

Myself

47-60: You make decisions easily. You might try focusing your attention on one skill that indicates some weakness.

33-46: You are a good decision-maker, but there is room for improvement. Practice your skills.

20-32: You need some help, but you are trying. This workshop will give you some valuable feedback.

ACTIVITY TWO

Write a brief paragraph on the advantages of using the decision-making process.

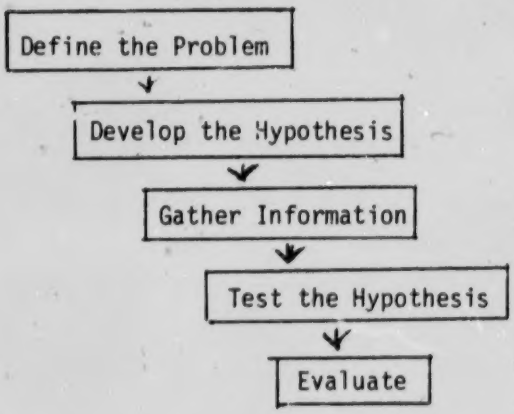
To be acceptable, your paragraph should include a minimum of five advantages for using the skills of decision-making. Three or more of these advantages should come from the text.

What Is a Decision-Making Model?

A model is a graphic way of presenting an idea or pattern of related ideas. When referring to the decision-making process, most models contain segments representing particular steps or stages of thought and/or action. It is helpful to become acquainted with a variety of models from which you may adopt, adapt, or create your own.

Here is a model which you may recognize. It is sometimes called the Scientific Method. Basically, it presents a way to apply the skills of critical thinking to a decision-situation. The main purpose of this model is to foster the suspension of judgment until all the necessary factors have been considered. When applied to the printed word, the student comes to realize that something written is not always the "gospel" truth, and that news does not always include all the facts.

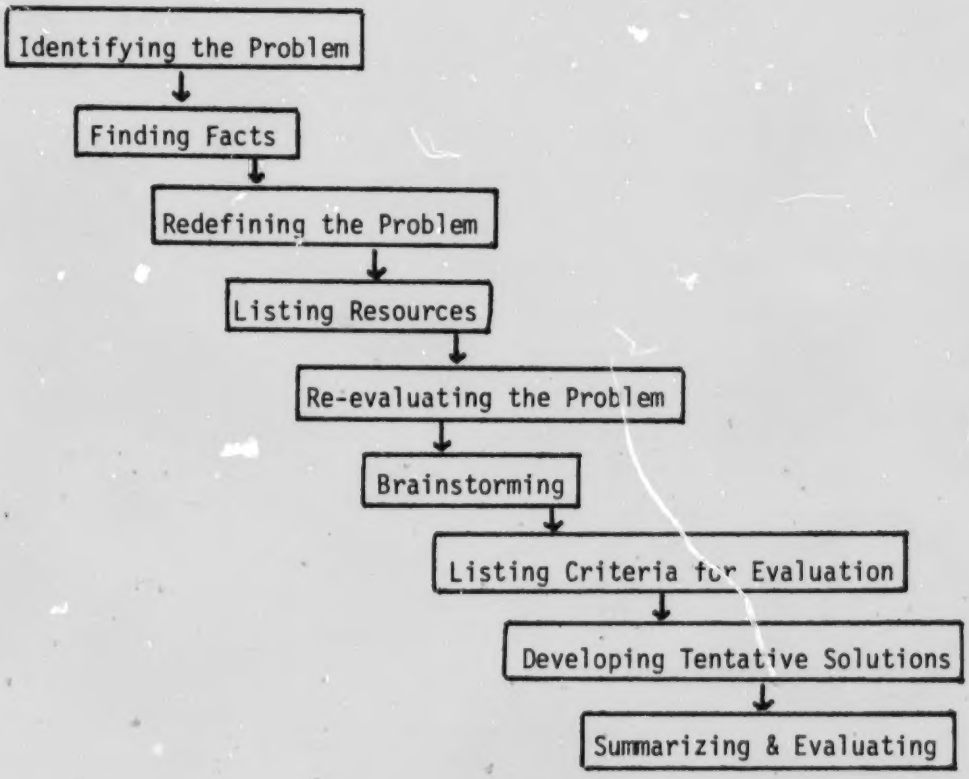
The critical thinking model incorporates the following steps.



The Creativity Institute, State University of New York at Buffalo, has experimented, researched, and developed materials to assist individuals to produce more valuable and unique ideas (Parnes, 1966). According to the research of this institute, creative ideas can best be produced by: (1) delaying judgment of each idea, (2) sleeping on an idea, or incubation, (3) working in groups whenever possible.

The Creativity Institute suggests the following steps in their

model for decision-making:



Notice that both models include some common elements, namely: defining or identifying the problem; developing a hypothesis or tentative solution; gathering information or resources; testing the solution or hypothesis; evaluating.

Modifications in most models come about when one part, or parts, of the thinking process is emphasized. This results in a different number of steps. The Creativity Institute model lists four different steps related to the definition of a problem. This occurs because this particular model is designed for use as a group process. A basic assumption of this model is that group understanding of the basic problem must be reached before group consensus can take place.

Although there are numerous models, most authors who write about decision-making basically agree that the process includes the following steps and skills:

1. *Defining the decision to be made:* This skill entails describing, as succinctly as possible, the situation as it exists. Try stating the decision in the form of a question. Include the end result you seek and the criteria for reaching it. This helps you to define your position. For example: What might I do to earn more money if I have only four hours a day of non-committed time? What could I do with my friends in one afternoon? Should I contribute to the United Fund this year.

2. *Collecting relevant information:* This skill involves the ability to seek, gather, categorize and interpret information relevant to the decision to be made. Skills in acquiring information involve: (a) asking pertinent questions; (b) extracting information from prepared sources; (c) making direct observations. To do this, you must frame your questions effectively, identify what you want to know, and identify the people who can best answer your questions.

3. *Identifying alternatives:* Considering all possible alternatives helps you to gain a complete, rather than a fragmented picture of the situation at hand. Even "far out" ideas should be explored. For example: When sitting in a boring workshop during a conference, you might fall asleep, doodle, count squares on the ceiling, practice isometric exercises, plan your menu or wardrobe for the next week, think of your high school sweetheart, daydream a green mouse running up the leg of the speaker, whisper to a person near you, write a letter or a poem, think of ways to improve the presentation, read your program or stand up and leave. You can probably brainstorm many more possibilities. The important thing to remember is not to stop after the first idea that comes to you. Keep going. This ability to generate alternatives gives you freedom and independence in your thinking.

4. *Choosing one alternative:* At this stage you select from the list of alternatives one which you consider to have the greatest possible chance of success. To do this, you must imagine one or more possible consequences of each alternative and then identify your priorities. Choosing an alternative requires that a solution makes sense to you. You should be able to produce evidence to substantiate your

your prediction of the outcomes. This gives you confidence to take the next step.

5. *Taking action:* No decision is worth its salt unless acted upon. If you do not have confidence and willingness to set a decision in motion, it makes little difference that it was ever made. To do this, you need information about yourself as to whether or not you are a risk-taker or prefer to "play it safe" most of the time. You also need to have had success at making "small" or "unimportant" decisions, for this gives you the confidence to tackle the big ones.

6. *Evaluation:* Finally, you must judge how closely an outcome matched your expectations. Are there any unexpected side effects? Was the action worth the effort? If it was, you will choose that alternative on another occasion and continue to follow through on it. If not, it is time to take stock, redefine the decision situation, and begin the process again.

Developmental psychologists emphasize two additional steps aimed at personalizing the decision-making process. Research has shown that, if responsible decisions are to be made, ones to which you feel a commitment and upon which you act and feel satisfied, you must have knowledge of (1) yourself, and (2) others.

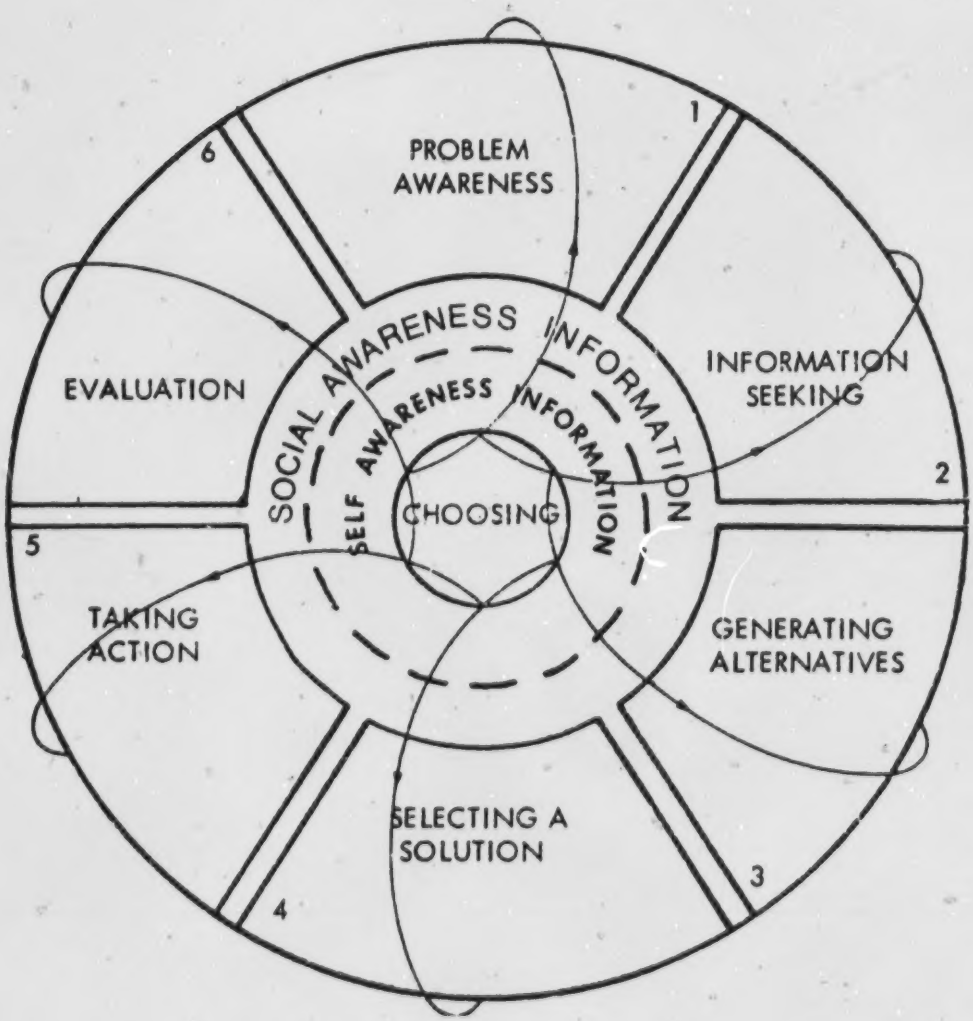
Self-knowledge comes about through the development of awareness of your own interests, abilities, attitudes and values. The more information you have about yourself, the better you are determining "what else" you need to know and what procedures to follow.

Knowledge of others, or *social awareness*, involves being cognizant of both the informal and formal norms and sanctions of the group in which you are a member, being aware of your own behavior in relation to others, and being aware of the social roles which you and other people play.

Social environment feedback comes to you in many forms. It is important for you to be able to use this "outside" information to plan your future actions and assess the appropriateness of your decisions. For instance, when a student slouches in a chair, stares at the desk

and doodles while you are talking, you are getting valuable informal feedback. Awareness of this information can make the difference as to whether or not you will successfully meet that student's needs. Social awareness information allows you to set realistic, attainable goals and to remain flexible, so that you can change with the changing environment.

The following model has been used as a basis for curriculum developed for an innovative career guidance project at the elementary level (Winocur, 1978).



Most models are explained as being linear, i.e. quite "straight forward." In real life, however, people seldom follow a straight path from where they are to where they "get to." Choices made by humans involve a great deal of "oscillation" or going back and forth from one step to another before progressing onward.

The model illustrated presents the decision-making process as being cyclical and rotating. While incorporating aspects of the scientific method, the model focuses on the interrelationship of each of the steps.

The model illustrates the process as a series of events connected by many small decisions, each having an effect on the following steps. As you cycle through the steps, you are continually gaining information. This modifies subsequent behavior.

Before continuing, let us demonstrate some of the ideas we have explored with a brief exercise in decision-making. In the following example the reader may disagree with some of the categorization of the statements. Feel free to place them in multiple categories.

Some friends of mine recently purchased a home which they readily admit is a bit beyond their means. When asked why they selected that home, the husband and wife replied:

"I just loved the dining room."

"It was not too close to his mother's."

"It had three bedrooms."

"We really had outgrown the old place."

"The neighbors are so nice."

"It is close to the school--the kids can walk."

"It has beautiful old trees around it."

"It is close to the church."

"We looked at approximately 20 places before we decided."

"I didn't want to continue living in an apartment."

"I thought we should begin investing our money in something permanent."

"It is a good tax deduction."

"We look at the advertisements every weekend and talked with a

lot of real estate agents."

"This house seemed to come closest to what we wanted."

"We had to stretch our pocketbook--we are eating hamburger a lot."

"It is worth it."

"A contractor friend told us the house is very well built."

"Condominiums lack privacy."

"Many of our friends have recently purchased homes."

"The price is going up all the time, so we purchased thehouse.

Now let us classify the above comments according to the decision-making model introduced previously.

1. *Self-Awareness.* Comments: "I just loved the dining room." "It is close to the school." "It is close to the church."

2. *Social Awareness.* Comments: "It has three bedrooms." "It is not too close to his mother's." "The price is going up all the time." "Many of our friends have recently purchased homes."

3. *Decision Situation Awareness.* Comment: "We had really outgrown the old place."

4. *Information Gathering.* Comments: "It is a good tax deduction." "We talked to many agents." "The contractor said it was well built."

5. *Generating Alternatives.* Comments: "I didn't want to continue living in an apartment." "We looked at 20 places." "Condominiums lack privacy."

6. *Selecting a Solution.* Comment: "We had to stretch our pocketbook a little."

7. *Taking Action.* Comment: "We purchased the house."

8. *Evaluation.* Comments: "This house seems closest to what we want." "We have to eat hamburger a lot, but it is worth it."

ACTIVITY THREE

Discuss with your small group some thoughts you had regarding the purchase of the car you now drive. Take five minutes for this discussion.

Each group should appoint a secretary to note the comments.

List some reasons why you selected your vehicle.

After noting the group's comments, categorize some of the ideas of your group according to the steps of the following Decision-Making model.

List the comments which indicate:

SELF-AWARENESS_____

_____

_____

SOCIAL AWARENESS_____

_____

_____

PROBLEM AWARENESS_____

_____

_____

INFORMATION GATHERING_____

_____

_____

GENERATING ALTERNATIVES_____

_____

_____

SELECTING A SOLUTION _____

_____

_____

TAKING ACTION _____

_____

_____

EVALUATION _____

_____

_____

ACTIVITY FOUR

Now, your task is to match the decision-making model to a personal decision which you must make. Let us say that, as a result of declining enrollment, your job will be eliminated in June. You have just received a lay-off notice. Use the decision-making model to identify a course of action. The criteria for acceptance is that you will complete at least one statement for the eight steps below. Each statement should be related to the area in which it is listed.

SELF AWARENESS_____

_____

_____

SOCIAL AWARENESS_____

_____

_____

PROBLEM AWARENESS_____

_____

_____

INFORMATION GATHERING_____

_____

_____

GENERATING ALTERNATIVES_____

_____

_____

SELECTING A SOLUTION_____

_____

_____

TAKING ACTION_____

_____

_____

EVALUATION_____

_____

_____

Exchange your answers with your partner.

Evaluate the first answer given under each of the decision-making steps, assigning the following weights: 0--no relationship; 1--some relationship; 2--strong relationship.

Criteria

1. Self-Awareness: The answer demonstrates knowledge of the decision maker's interests, abilities, attitudes and/or values.

2. Social Awareness: The answer includes information related to knowledge of the point of view, attitudes, abilities, values of others; or awareness of one's behavior in respect to group norms actions, or social roles.

3. Problem Awareness: The answer is a stated question and includes two or more choices.

4. Information Gathering: The answer includes specific places or people who can assist or are accepted authorities.

5. Generating Alternatives: The answer demonstrates diverse relevant possibilities.

6. Selecting a Solution: The answer will state logical consequences of an alternative.

7. Taking Action: The answer demonstrates commitment to the choice.

8. Evaluation: The answer states a projected outcome of the decision.

The criteria for acceptance is that you will get 12 out of 16 possible points.

Total Points_____

HOW CAN A DECISION-MAKING MODEL BE USED?

Your ability to promote students' learning is crucial to the development of their decision-making skills. The methods and means which you select to assist students not only will influence acquisition of knowledge, but also will influence student attitudes, interests, appreciations, and decision-making performance (Hunter, 1976).

Guidance and instruction are processes of professional decision-making. The translation of your decisions into actions makes learning more probable, more efficient and more predictable (Hunter, 1976).

The decisions and actions which you make can be grouped into three categories:

1. Those related to curriculum, or "what" is to be taught.
2. Those related to the environment, or "where" and "when" it is taught.
3. Those related to the behaviors of the teacher, or "how" it is taught.

The first decision you will make is the determination of the content to be taught. When preparing and presenting decision-making curriculum, selection of a model provides a convenient way to initiate the identification and organization of the knowledge and skills to be included in your program.

What Opportunities Encourage Students to Make Decisions?

Once a model has been selected and the content has been determined, the second decision you will make involves the determination of a setting, or where and when the student will practice decision-making.

Students do not acquire the skills of decision-making simply as a by-product of studying reading, writing and arithmetic. The process must be taught explicitly, and opportunities to practice the skills involved must be provided.

Children have an appetite for decision-making. They are intrigued by situations which are puzzling and manageable. By being involved in decisions that actually affect them, decisions for which they must deal with the consequences or collect the rewards, children gain valuable and long lasting experiences. There are many opportunities within the school environment for providing concrete experiences for children to make decisions.

The chart on the following page represents one means of observing the school environment. Specific instructional factors are suggested for consideration when selecting learning activities that facilitate the practice of decision-making, including materials used, method of study, pace, role of the teacher, method of teaching, environment, time, means of evaluation, and others.

Activities which allow individual choice, as related to one or more of these factors, promote the development of independent judgment, critical thinking and decision-making. When selecting learning activities for your students, you have a choice of providing those which promote process as well as content objectives. Rather than concentrating on the mastery of knowledge exclusively, any learning experience can be designed to engage students in decision-making processes requiring such thinking skills as observing, gathering information, offering alternatives, generalizing and predicting.

OPPORTUNITIES FOR CHOOSING

Instructional Factors	Column A	Column B	Column C	Column D
1. Materials of instruction	Chosen by individuals	Chosen by groups	Prescribed for individuals	Prescribed for groups or entire class
2. Method of studying	Chosen by individuals	Chosen by groups	Prescribed for individuals	Prescribed for groups or entire class
3. Pace of study	Chosen by indi viduals	Chosen by groups	Prescribed for individuals	Prescribed for groups or entire class
4. Learning activity	Choasen by individuals	Chosen by groups	Prescribed for individuals	Prescribed for g roups or entire class
5. Locus of decision	Students decide who should make them.	Students/teachers share decisions	Teachers make decisions	Administrators make decisions
6. Curriculum emphasis	Determined by student need	Determined by group values	Process oriented (how to)	Content oriented (what)
7. Role of teacher	Determined by students	Teacher is available	Teacher guides	Teacher presents
8. Teaching Method	Individual student choice	Guided discovery	Explanation and discussion	Didactics: lecture, drill, and repetition
9. Environment for Learning	Chosen by individuals	Includes community	Classroom and school resource areas	Classroom and desks
10. How time is used	Individual student decide	Fluid for groups	Block scheduling	Divided evenly; structured by bells
11. Evaluation	Self evaluation	Student made tests	Criterion referenced: Meeting teacher goals	Norm referenced: class rank
12. Purpose of school	Individual students decide	Teachers, students decide	Board, administrators, teachers dec ide	Board of education, administrators decide

Adapted from Maurice Gibbons, Individualizing Instruction: A Descriptive Analysis, New York: Teachers College Press, 1971.

ACTIVITY FIVE

With your small group, find a comfortable place to complete the following activity.

Begin the exercise by sitting quietly. Close your eyes and imagine a perfect school, a school that is an ideal place, both for you and for your students. This is such an unusual situation because all the experiences and materials you have ever wanted for youngsters are available to you. Now, imagine that you are sitting in a helicopter, hovering over this perfect school. The roof of the building has disappeared and you can see all that is going on. With your group, make a collective list of 15 or more activities that are taking place in this perfect school. What, specifically, are the children doing? Consider some of the following questions in developing your list: What are you doing? What are the children doing? Are there other adults in the school? How are materials being used? Are all the students in classroom? If not, where are they? What are they doing? What will they do next? How do you know the students are learning? How long will the students be involved in what they are doing?

After compiling your list, circle those activities which require that students think independently and make their own decisions.

Look at the chart on the previous page. It suggests some areas in which students can make choices in regard to what they study, and how and why they study it, within the school setting.

With your group, classify the first five circled activities on your list according to the chart. A criterion for an acceptable response is that 80% or more of the activities that you have circled will fall within Columns A or B of the chart.

Select from the group list those activities which you have personally experienced.

_____

_____

_____

Next, select one more that is possible that you actually would like to try. Write it down:

Now, list the ways this specific activity allows students to practice decision-making. The criterion for an acceptable response is that you will refer to at least five instructional factors listed in the text.

What Methods Help Students Learn and Use Decision-Making Skills?

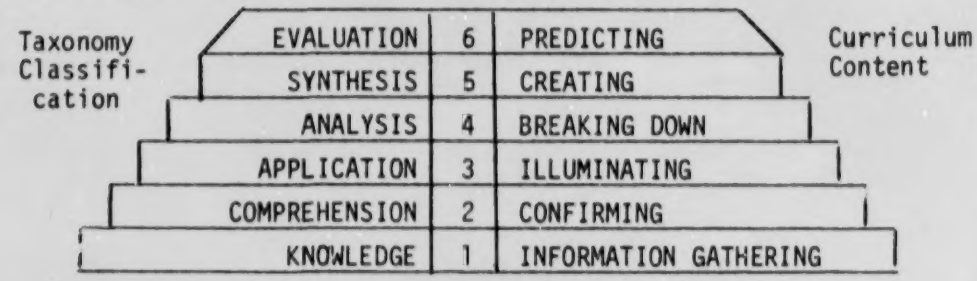
Only after the "what," "where" and "when" have been established, does it become appropriate to focus on the third decision you will make, the "how" in the process of helping elementary students to make decisions.

Everyone in the elementary school, including the principal, teachers, custodian, counselor, school secretary, community volunteers and especially other students, play a part in helping each child learn and use the skills of decision-making. Included are strategies having to do with questioning, listening or wait-time, role-playing, brainstorming, probing and focusing on a problem

Questioning

Questioning is a strong tool for stimulating the skills of decision-making. This technique is one of the most direct ways to get students to employ a variety of thinking skills. When you know different kinds of questions, and are able to develop them for different purposes, you will be able to help children to look at themselves to assess information, to consider the consequences of alternatives, and to choose wisely.

Questions have been categorized in many ways. Perhaps the best known is based on the *Taxonomy of Educational Objectives*, developed by Bloom (1956). A simplified outline appears below.



Bloom's Taxonomy

The taxonomy is organized from simple to complex classes of thinking behaviors. The simpler behaviors are part of the more complex ones. The mental operations of decision-making can easily be identified and classified according to this taxonomy.

In making a decision, we start with a simple behavior and build on it. To "identify a decision" we need to be able to recognize an object or situation (recall) and to apply what we have learned to what is new (application). Seeking information involves taking apart what is known (analysis), but it also involves applying information to the problem at hand (application). To think of a solution to a problem we need to put information together in a new way (synthesis), while to choose a solution means we must judge the outcome (evaluation).

Thinking behaviors are easily learned and practiced within the context of decision-making activities. You can elicit the thinking skill required for each decision-making step through the use of specific questions.

Questions which simply ask children to remember information are "recall" questions. These are considered "narrow" or "low level" in scope since they can be answered with just one or two words and usually require no further thinking other than simply remembering. Questions which ask students to do something with information are called "broad" or "high level" questions. Students are asked to give an opinion on some information, to evaluate it, and to discover connections.

Low level questions can be used to involve shy, anxious or distracted students by having them answer "yes" or "no." For instance, you might ask a student who is daydreaming if s/he agrees with the answer that a previous child just gave. The importance of "low level" questions is limited, however.

High level questions foster decision-making by requiring the child to organize information in some way. When you ask a "high level" question it is important not to have any "right" answer in mind. This encourages children to make their own decisions rather than to search for an answer simply to match your thinking. They must be open to a broad number of responses. The cartoon on the following page helps to

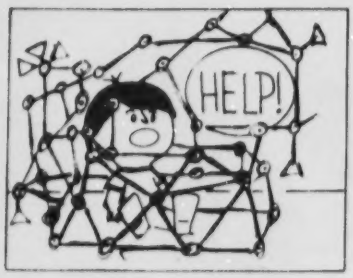
DECISION-MAKING STEPS AND PREDOMINENT THINKING OPERATIONS

DECISION AWARENESS -- Recall and Application

INFORMATION GATHERING --
Application and Analysis

GENERATING
ALTERNATIVES --
Synthesis

IDENTIFYING A SOLUTION --
Evaluation



TAKING ACTION -- Evaluation

This cartoon helps explain the relationship of the levels of thinking and the steps of decision-making.

explain the relationship between the levels of thinking and the steps of decision-making.

In the cartoon the child recognizes the tinker toy pieces (recall), realizes that they are not arranged as he would like (decision situation awareness). He reads the directions (application) in order to get information pertaining to the situation (analysis), but decides that he would like to try arranging them in new ways (synthesis). Finally, he looks around and judges what he has done (evaluation).

The chart on the following page gives examples of each class of thinking, the decision-making behavior involving that thinking operation, and some sample questions starters which help elicit that behavior.

When you use the many kinds of starters, you model behaviors in this technique for your students. As they gain experience in asking and answering questions, they become more proficient in their decision-making endeavors.

Probing

Closely connected to the skill of open ended questioning is the technique of probing, or asking a series of questions of the same person. Very often a child who has not had experience in "thinking through" a decision situation or expressing his/her thoughts needs your assistance. When a child responds with "I don't know," or an equally weak response, you might first try rephrasing the question to be sure that it was not stated in a vague or ambiguous way.

Assuming the question is clear enough, you might then begin asking a series of questions which help the student develop his/her answer. Begin by referring to materials the child knows. The exact questions cannot be listed here since the question will depend on the student's previous response.

Use of this technique prevents students from getting the idea that you ask questions only when you are not satisfied with the previous response. It also is a challenging method for getting good students to give particularly insightful answers. For instance, you might ask

SUMMARY CHART OF QUESTION TYPES

Called Narrow Questions in Interaction Analysis

Called Broad Questions in Interaction Analysis

Predominant Thinking Operation	Decision Activity	Pertinent Question Starters
Knowledge	Recalling facts or observations. Recalling definitions. Decision Awareness	1. Who? 2. What? 3. Where? 4. When? 5. Why? 6. Define
Comprehension	Information Gathering	1. Describe 2. What is main idea? 3. How are these two alike?
Application	Information Gathering	1. If, then... 2. What is... 3. Classify
Analysis	Information Gathering	1. Why? 2. What can we conclude about... 3. What does this tell us about... 4. What evidence can you find to support...
Synthesis	Solving problems Making predictions Producing original communications. Generating Alternatives	1. Can you think up... 2. How can we solve this dilemma? 3. How can we improve? 4. What will happen... 5. What do you predict would happen if...
Evaluation	Identifying a Solution. Taking Action Evaluation	1. Do you agree? 2. Do you believe? 3. Do you think? 4. What is your opinion? 5. Would it be better to? 6. Which do you like?

Predominant thinking operations based on Bloom's taxonomy (1956).

"what is your evidence?" or "how do you know that?" Or, "what information helped you to decide?" By supporting their position, children rethink their own ideas and develop confidence in their own decisions.

Wait-Time

Equally important to asking questions is the skill of saying nothing at all, or waiting.

Teacher silence provides time for students to think, reflect and generalize. After asking a question, if you wait for too short a time before asking the next questions, children cannot adequately process the words in the question you have asked, let alone decide on an answer and put it into words. Research shows that when your Wait-Time is very short, students tend to give very short answers or say, "I don't know" (Rowe, 1973). In addition, their answers often end with a question tone, as if to say "Is that what you want?" But, if you increase the time that you wait, especially the period after the child has responded, you are more likely to get whole sentences and confidence will be expressed, as indicated by a louder response from the child. Another bonus that results from increased Wait-Time is the appearance of speculative thinking (e.g. "It might be the water...but, it could be too many plants"). The quality of responses is enhanced. Children begin to respond in paragraphs rather than single words or sentences. In addition, you will find that the shy, reticent students will begin to participate in response to increased Wait-Time. So, try counting to 20 after asking each question.

Focusing on a Problem

Very often children have difficulty identifying a decision or problem situation. By calling their attention to a dilemma, discrepancy or conflict that needs to be resolved, you make them aware of the elements of such a situation and of the "gaps" that exist. To focus on a problem, begin by describing the situation, and then ask questions.

For instance, "In our story Harvey knows who took the money. The

person who took the money knows that Harvey saw him." Then ask, "Do they want the same thing?" "What does Harvey want?" "What does the robber want?" Harvey must make a decision. "What should he do?" By verbalizing decision situations, you focus on these behaviors for children, and thereby encourage similar thinking.

Role-Playing

Elementary students often cannot (do not have the skills to) look objectively at their decision-making patterns and describe them. This does not mean that they have not attained the specific thinking skills, however. Allowing students to "act out" their solution to a social situation provides opportunities for them to employ the skills they have learned, and provides an opportunity for you to observe their growth in this area.

Two types of role-playing can be employed. The first type requires the student to act out what s/he thinks, feels, and would do in a certain situation. This kind of role-playing can help the student become aware of his/her own perceptions, feelings, values and actions. The second type of role-playing is role-taking in which students assume a role or point of view other than their own. Both role-playing and role-taking encourage the integration of thought, feeling and action. If two students have had an argument, for example, ask them to act out the situation and then let other students act out possible solutions. The two antagonists might then switch roles and act out a possible solution. Role-playing is also an excellent way to help students gain self-awareness. By having other students act "as if they were " that person, the student gains valuable information as to how s/he is seen by the rest of the group. The student comes to see himself/herself as others do. He may decide to behave differently. Most children find role-playing easy and fun, but there are some who will find it a threat (these are students who usually need it the most). The climate and support provided by the teacher are essential to make the activities satisfying and beneficial. These guidelines may be helpful.

1. Don't force students to role-play. Encourage shy, reluctant students by suggesting that you value their ideas.

2. Stress that role-playing is make-believe.

3. In the discussion that follows the role-playing, focus attention on the role-behavior, not on the student. Encourage questions that ask the role-player to clarify what the character was saying, feeling or thinking.

Brainstorming

After posing a problem, brainstorming is a good method for finding alternative solutions. The object of brainstorming is to produce a quantity of ideas about a given subject or problem in a relatively short time. Using this technique produces creative, mind-expanding ways of thinking.

Brainstorming is a group activity. Students are encouraged to "piggyback" or build their ideas from previous ones. Students are rewarded for contributing an idea and not for the value of that idea. Even wild or weird ideas are welcome. Each has merit. This is an excellent way to build cooperation among students, for the main adversary is the problem rather than another student.

Warm up brainstorming helps a group to accept each others' ideas.

Rules from brainstorm are as follows:

1. Set a time limit.
2. Write down each idea.
3. Work for quantity. The longer the list the better.
4. Express no negative opinion of any idea.
5. Any idea is welcome.
6. Expand on any idea--"piggyback."

Some possible topics might be:

1. Uses for any object (banana, paper clip, etc.).
2. Ways to show emotion (love, hate, etc.).
3. Ways to celebrate a holiday (Thanksgiving, Halloween).
4. Ways to make or spend money.

5. Ways to avoid boredom.
6. What to do if your friend is angry with you.
7. Ways to make money.

ACTIVITY SIX

This activity will give you an opportunity to practice one of the strategies for fostering student decision-making.

Instructions

1. Select with your group four strategies to be demonstrated.
2. Decide who will demonstrate each technique. (If you are a risk-taker, you will try a technique that is new to you.)
3. Review the section of the text related to the technique you will demonstrate.
4. The teaching situation is that you are coming out of your school for a walking field trip when a passing car hits a dog. The driver stops, and in his/her distress, says to you and the children, "What should I do?"
5. Take turns "teaching" a lesson for three minutes. Employ the teaching technique assigned to help the "students" decide what to do with the dog that has been injured.
6. Following the demonstrations, complete the following page. Then, take five minutes to compare your responses with the group.

From your experience, write a paragraph that identifies three strategies by which you can elicit overt decision-making behavior from pupils in order to monitor achievement or lack of achievement in pupil's development of decision-making skills. For each strategy, describe two specific student behavioral responses that you observed from your experience that illustrate overt decision-making.

The criteria for an acceptable response are that each of the three strategies will be among those described in the text, and each will be illustrated by two behaviors selected from your experience.

Student Behaviors

Learning the skills of decision-making can affect individual behavior in the positive direction. From his work with hundreds of teachers who observed behavioral characteristics of a wide sample of students, Louis Raths (1967) has identified behavioral patterns which demonstrate a lack of application of thinking and decision-making skills. Students who show such behavior need experiences with decision-making tasks to develop specific thinking skills. For instance, a child displaying limited thinking needs to be given opportunities to expand his/her ideas--to experience, fantasize, imagine, brainstorm and generate alternatives. Here is a list of typical student behaviors:

1. These children always want to do things in the same old way. Even when the situation is somewhat new and different, they do not consider it new. They try to force old methods to fit new problems. These children are "in a rut." They need assistance in *identifying new decision situations* or problems.

2. These children often say they don't understand. They do not see relationships. They do not discriminate between the relevant and the irrelevant. When asked to summarize a brief discussion, they are apt to emphasize irrelevant facts, introduce things not there, or repeat every detail. These children are unable to *gather* relevant *information.*

3. These children are insensitive to feelings of others. They seem to have all the answers and are unyielding. They do not cooperate with others and are often described by words such as "rude," "abrupt" or "brash." These children lack *social awareness.*

4. During a class or group discussion, these children are apt not to volunteer information, not because they are shy, but because they do not want to expose their thoughts. When asked after class why they hesitated, they respond that they might be laughed at. These children are afraid to take risks. They lack *self-knowledge.*

5. These children react on the spur of the moment. They jump to conclusions and hurry into action without considering all the

alternatives. They often say they should have thought about things more. They act before they think. When asked "What else could you have done?" they really don't know. They cannot *generate alternatives*.

6. These children cannot concentrate on the matter at hand. They seem to select procedures or activities which do not lead to successful achievements. They are inconsistent and cannot choose a successful means to achieve ends. Sometimes there are no means. They cannot *select a solution*.

ACTIVITY SEVEN

Conducting a Guidance Lesson

In deciding to help elementary students to make decisions, you have gained information about the decision-making process and have explored different ways to infuse it in a school. Now, it is time to take action and to assess that action. This activity will give you an opportunity to use the skills you have developed in the previous activity in a simulated instructional activity.

1. From the above descriptions, select one which you recognize as being true of a group of children you know.

2. Plan a lesson to attain a desired outcome for improving one of the behaviors described above. Use the sample lessons in the Appendix to give you a start. Each lesson plan should include: (a) an identified need; (b) a goal; (c) a strategy for helping students gain a skill of decision-making; (d) a means of evaluation.

3. At the end of the 15-minute preparation period, rejoin your group. You are each to teach part of your own lesson for eight minutes. You will tape record your presentation. Immediately following each lesson except your own, complete an evaluation check-list found on the following page. Give the check-list to the "teacher."

4. Following the lesson which you teach, leave your group. Listen to the tape recording of your lesson and complete the check-list as objectively as possible.

5. The criteria for acceptance are that two out of three check-lists will agree on at least eight of the 12 items. Now rejoin your group.

LESSON PLAN

FOR DEVELOPING A SKILL OF DECISION-MAKING

IDENTIFIED NEED: _____

_____

_____

_____

GOAL: _____

LESSON (a brief description): _____

_____

_____

_____

_____

EVALUATION: _____

_____

_____

_____

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DECISION-MAKING LESSON CHECK-LIST

	Seldom	Sometimes	Usually
1. Fosters a social climate of "openness."	/	/	/
2. Encourages student to share ideas.	/	/	/
3. Encourages interaction	/	/	/
4. Employs "Wait-Time."	/	/	/
5. Identifies the goal for the group.	/	/	/
6. Identifies criteria for the group.	/	/	/
7. Encourages students to get information.	/	/	/
8. Demonstrates an attitude of acceptance.	/	/	/
9. Encourages students to explore various avenues.	/	/	/
10. Encourages cooperation.	/	/	/
11. Asks open-ended, broad questions more frequently than narrow questions.	/	/	/
12. Selects a strategy appropriate to the goal or objective.	/	/	/

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Note: The list of 52 National Consortium Staff Development Modules can be found immediately following the Coordinator's Guide.

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APPENDIX

APPENDIX

*SAMPLE LESSONS**

Self Awareness

Aladdin's Lamp---------- 54

Vote as You Feel---------- 55

Social Awareness

Role Playing---------- 56

A Close Look---------- 58

Problem Awareness

What's the Problem?---------- 59

Information Gathering

Who Is It?---------- 60

What's My Object?---------- 61

Generating Alternatives

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Select a Solution

Weighing the Risks---------- 65

End of a Friendship---------- 66

Decisions--Good or Bad---------- 67

Taking Action

I Can Decide for Myself---------- 69

I Urge---------- 71

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*All the lessons included in this section have been successfully field-tested with students Grades K-6, Newport-Mesa Unified School District, 1975-79.

ALADDIN'S LAMP

Problem

The student lacks Self-Awareness.

Goal

To develop Awareness of Values.

Information

Time: 15 minutes

Space: Small group

Materials: A list of values (beauty, love, friendship, truth, peace, equality, wealth, happiness, recognition, power), chalkboard and chalk.

Way

Aladdin's Lamp

Action

1. Introduce this activity by saying: YOU SHOW THE THINGS YOU VALUE BY THE THINGS YOU WISH FOR AND THE THINGS YOU NEED. IN THIS ACTIVITY, WE WILL THINK ABOUT ALADDIN'S VALUES.

2. LISTEN TO THE STORY ABOUT ALADDIN'S LAMP. (Teacher tells the story.) When the story is completed, ask: IF YOU WERE ALADDIN, WHAT ONE THING WOULD YOU WISH THE GENIE OF THE LAMP TO BRING? I WILL LIST YOUR WISHES ON THE BOARD.

3. NEXT, LOOK AT THE LIST OF VALUES, FIND THE VALUE THAT GOES WITH YOUR WISH. ASK A FRIEND TO HELP YOU IF YOU CANNOT FIND THE RIGHT VALUE.

Evaluation

Given a list of values, the student will select at least three important to him/her.

VOTE AS YOU FEEL

Problem

The student lacks Self-Awareness and Social Awareness.

Goal

To develop Awareness of Emotions.

Information

Time: 25-30 minutes

Space: Small group

Materials: Chalkboard and chalk

Way

Vote As You Feel

Action

1. Introduce this activity by saying: EACH DAY, WE EXPERIENCE MANY EMOTIONS IN COMMON WITH OTHER PEOPLE. THIS ACTIVITY WILL MAKE YOU AWARE OF HOW OFTEN YOUR FEELINGS ARE LIKE THOSE OF PEOPLE AROUND YOU.

2. IN THIS ACTIVITY, WE WILL MAKE A LIST OF ALL THE FEELINGS WHICH YOU HAVE FELT TODAY. THEN WE WILL VOTE AS TO HOW MANY OF YOU HAVE FELT THE SAME WAY. Make a list on the chalkboard of the feelings which students have had. Ask the students to name their feelings that day.

3. On the board make three columns entitled: SELDOM, SOMETIMES, OFTEN.

4. Students are to vote on how often they experienced that feeling. Put a numeral showing the number of students experiencing the feeling.

5. Ask: WHICH FEELING WAS MOST COMMON? WHICH FEELING WAS LEAST COMMON?

Evaluation

Given a list of emotions, the student will select at least three of which s/he has experienced that day.

ROLE PLAYING

Problem

The student lacks Social Awareness.

Goal

To develop Group Awareness.

Information

Resource: Adapted from *The Other Side of the Report Card* by Chase.

Time: 20-25 minutes

Space: Small group

Materials: Chalkboard and chalk

Way

Role Playing

Action

1. Introduce this activity by saying: LIFE IS SOMETIMES LIKE A PLAY. EACH OF US PLAYS DIFFERENT ROLES IN OUR OWN LIVES AT DIFFERENT TIMES. THIS ACTIVITY WILL HELP YOU TO UNDERSTAND WHICH ROLES YOU ARE PLAYING AND WHICH ROLES YOU ENJOY.

2. TODAY, WE ARE GOING TO MAKE A LIST OF THE ROLES THAT YOU PLAY IN REAL LIFE. ALL OF YOU PLAY THE ROLE OF SON/DAUGHTER AND THE ROLE OF STUDENT. WHAT OTHER ROLES DO YOU PLAY? I WILL MAKE A LIST OF THEM ON THE BOARD.

3. After a large list has been generated, use the following questions for discussion about roles.

Ask: HOW MANY OF YOU PLAY EACH OF THESE ROLES? (Write the number next to each role.)

a. WHICH ROLES ARE YOUR FAVORITE?

b. WHICH ROLES DO YOU WISH YOU DIDN'T PLAY?

c. WHICH ROLES DO YOU PLAY TODAY THAT YOU DIDN'T PLAY BEFORE?

d. WHICH ROLES WILL YOU NOT PLAY WHEN YOU ARE AN ADULT?

e. WHICH ROLES WOULD YOU LIKE TO PLAY?

f. HAVE YOU EVER PLAYED A ROLE THAT WAS REALLY PHONEY--THAT WAS NOT REALLY YOU.

Evaluation

Given a list of group roles, the student will select three which s/he plays.

A CLOSE LOOK

Problem

The student lacks Social Awareness.

Goal

To increase Awareness of the Physical Characteristics of others.

Information

Time: 15-20 minutes

Space: Small group

Way

A Close Look

Action

1. Introduce this activity by saying: WE LEARN ABOUT THE WORLD BY LOOKING CLOSELY AT THINGS AROUND US. TODAY, WE WILL PLAY A GAME THAT HELPS US LOOK AT PEOPLE MORE CLOSELY.

2. THIS IS HOW WE PLAY. CHOOSE A PARTNER. DECIDE HOW YOU BOTH ARE THE SAME IN ONE WAY. THE GROUP WILL GUESS THE CHARACTERISTICS YOU BOTH HAVE CHOSEN. FOR EXAMPLE...BOTH HAVE BLONDE HAIR.

NOTE: Teacher may assist children until they gain experience in looking more closely at others.

Evaluation

Given a list of physical characteristics, the student will select three which describe a friend.

WHAT'S THE PROBLEM?

Problem

The student lacks Problem Awareness.

Goal

To develop ability to Identify a Problem.

Information

Time: 10-15 minutes

Space: Small group

Materials: Chalkboard and chalk

Way

What's the Problem?

Action

1. Introduce this activity by saying: WHENEVER YOU HAVE A QUESTION ABOUT WHAT TO DO OR HOW TO BEHAVE, WE SAY YOU HAVE A PROBLEM. THIS ACTIVITY WILL HELP YOU TO IDENTIFY PROBLEMS.

2. THINK ABOUT ALL THE PROBLEMS YOU NOTICED TODAY. FOR INSTANCE, A GIRL GOT AHEAD OF YOU IN LINE, OR, SOMEONE TOOK YOUR NEW PENCIL. I WILL WRITE YOUR PROBLEMS ON THE BOARD.

NOTE: After the list is completed, discuss: WHICH PROBLEMS AFFECTED YOU PERSONALLY? IN WHAT WAY?

Evaluation

Give a description of a social situation and a list of statements, the student will select one statement which identifies the problem.

WHO IS IT?

Problem

The student lacks ability to Gather Information.

Goal

To develop ability to Ask Questions.

Information

Time: 10-20 minutes

Space: Large group

Way

Who Is It?

Action

1. Introduce this activity by saying: ASKING QUESTIONS IS AN IMPORTANT WAY TO GET INFORMATION. WE ARE GOING TO PLAY A GAME CALLED "WHO IS IT?" THIS GAME WILL HELP YOU LEARN TO ASK QUESTIONS.

2. I AM THINKING OF A FAMOUS PERSON. YOU MAY ASK ME ANY QUESTION ABOUT THE PERSON EXCEPT "WHO IS IT?" THE CHILD WHO GUESSES THE FAMOUS PERSON WILL BE THE LEADER AND THINK OF ANOTHER PERSON FOR THE CLASS TO GUESS.

NOTE: Choose real or fictitious characters from books and stories who are familiar to the class. Begin with a person the class can easily identify.

Evaluation

Given a problem or object, the student will ask at least two questions about the problem or object.

WHAT'S MY OBJECT?

Problem

The student lacks ability to Gather Information.

Goal

To improve Questioning Skills.

Information

Time: 20 minutes

Space: Large group

Materials: Paper bag, four common objects--pencil, balloon, paper clip, felt pen, etc.

Way

What's My Object?

Action

1. Introduce this activity by saying: LEARNING TO ASK QUESTIONS IS AN IMPORTANT WAY TO GET INFORMATION TO HELP YOU SOLVE PROBLEMS. THIS ACTIVITY WILL HELP YOU LEARN TO ASK QUESTIONS.

2. TODAY, WE WILL PLAY A GAME CALLED "WHAT'S MY OBJECT?" THERE IS AN OBJECT IN THIS PAPER BAG. THE STUDENT WHO GUESSES THE OBJECT CORRECTLY GETS TO KEEP IT. YOU CAN ASK ME ANY QUESTION ABOUT THE OBJECT EXCEPT A QUESTION WHICH CAN BE ANSWERED *YES* OR *NO*. FOR EXAMPLE, DO NOT ASK "IS THE OBJECT RED?" A BETTER QUESTION WOULD BE "WHAT COLOR IS IT?" INSTEAD OF ASKING "IS IT ROUND?" ASK "WHAT SHAPE IS IT?" LET'S BEGIN!

Note: Encourage the children throughout the game to ask questions that cannot be answered "yes" or "no."

After the object has been guessed, ask: WHICH QUESTIONS HELPED MOST TO IDENTIFY THE OBJECT?

Evaluation

Given a problem or object, the student will ask at least two questions about the problem or object.

BRAINSTORM 1

Problem

The student lacks ability to Generate Alternatives.

Goal

To develop the skill of Brainstorming.

Information

Resource: *TAD*, AGS, Inc.

Time: 20-25 minutes

Space: Small group

Materials: Teacher items (optional). Box of crayons, button, chalkboard eraser, gum reinforcement, paper clip, paper plate, ruler, sheet of paper, soda straw.

Way

Brainstorm 1

Action

1. Introduce this activity by saying: IN ORDER TO THINK OF NEW AND DIFFERENT WAYS TO SOLVE A PROBLEM, IT IS NECESSARY TO DEVELOP THE SKILLS OF CREATIVE THINKING. THIS ACTIVITY WILL HELP YOU TO THINK CREATIVELY.

2. VERY OFTEN, TWO THINGS STOP US FROM BEING AS CREATIVE AS WE COULD BE: (a) WE OFTEN STOP THINKING AFTER WE HAVE ONE OR TWO IDEAS; (b) WE OFTEN JUDGE OUR IDEAS TOO SOON.

3. BRAINSTORMING IS A METHOD THAT PEOPLE USE TO THINK OF MANY CREATIVE IDEAS. IN ORDER TO BRAINSTORM, THESE RULES MUST BE FOLLOWED (list rules on the chalkboard):

a. SAY EVERY IDEA THAT COMES TO YOUR MIND.

b. DON'T CRITICIZE ANYONE'S IDEA.

c. THINK OF AS MANY IDEAS AS YOU CAN.

4. HERE IS HOW BRAINSTORMING WORKS: HERE WE HAVE A PAPER CLIP. THINK OF AS MANY WAYS TO USE IT AS YOU CAN. I WILL LIST ALL THE IDEAS

ON THE CHALKBOARD. WE WILL BRAINSTORM FOR 10 MINUTES.

NOTE: You may need to help the students get started. You might say: WE COULD USE THE PAPER CLIP TO BALANCE A PAPER AIRPLANE, OR AS A BOOKMARK. HOW ELSE COULD WE USE IT?

Over the next several days, brainstorm the uses of other teacher materials. Continue the procedure untill all students have participated and contributions flow freely.

Evaluation

Given an object, the student will brainstorm as many uses for this object as s/he can.

FINISH THE SENTENCE

Problem

The student lacks ability to Generate Alternatives.

Goal

To develop ability to Fantasize.

Information

Time: 20 minutes

Space: Large group

Materials: List of incomplete sentences, hat or other container

Way

Finish the Sentence

Action

1. Introduce this activity by saying: YOUR IMAGINATION HELPS YOU TO THINK OF DIFFERENT WAYS TO SOLVE A PROBLEM. THIS IS A GAME IN WHICH YOU MUST USE YOUR IMAGINATION. I WILL CHOOSE SOMEONE TO REACH INTO THE HAT AND PULL OUT A SLIP OF PAPER. YOU WILL READ WHAT IS ON THE SLIP OF PAPER AND THEN FINISH THE SENTENCE. (Teacher illustrates.)

2. After the volunteer finishes the sentence, choose another player. NOTE: The class may be divided into four or five groups. Each group creates three unfinished sentences.

Unfinished sentences: (a) I heard heavy footsteps coming up the stairs. It was _____. (b) The bell rang loudly three times, and _____. (c) I heard the creaking of the door as it slowly opened, and _____. (d) The sounds of screaming and glass breaking woke me up. I _____.

Evaluation

Given the beginning of a story, the student will foretell the outcome of a story.

WEIGHING THE RISKS

Problem

The student lacks ability to Identify a Solution.

Goal

To develop Awareness of Risk-Taking Behavior.

Information

Resource: Adapted from *The Other Side of the Report Card* by Chase.

Time: 20 minutes

Space: Large group

Materials: Chalkboard and chalk

Way

Weighing the Risks

Action

1. Introduce this activity by saying: EVERY TIME WE MAKE A DECISION, WE TAKE A RISK. IT MAY BE THE RIGHT DECISION OR IT MAY NOT BE. BEFORE MAKING THAT DECISION, WE SHOULD WEIGH OR CONSIDER THE RISKS INVOLVED.

2. LOOK AT EACH OF THE DECISIONS THAT I HAVE WRITTEN ON THE CHALKBOARD, THEN WRITE WHAT YOU THINK THE RISKS INVOLVED MIGHT BE.

Teacher writes on chalkboard: (a) WHETHER TO CHEAT ON A TEST. (b) WHETHER TO GO SWIMMING OR TO PLAY BASEBALL. (c) WHAT KIND OF SHOES TO BUY. (d) WHETHER TO TAKE ART OR SWIMMING LESSONS. (e) WHETHER TO FIGHT SOMEONE.

3. After the students have completed the activity, discuss: A TIME THAT I MADE A BAD DECISION. Accept all contributions. Help each storyteller to examine his/her reasons for making that particular decision and the risks that were involved.

Evaluation

Given a social sitaution, the student will list at least two risks involved.

END OF A FRIENDSHIP

Problem

The student lacks ability to Identify a Solution.

Goal

To develop ability to Identify Solutions within constraints of criteria.

Information

Resource: Adapted from *DUSO D-2*

Time: 10-15 minutes

Space: Small group

Way

End of a Friendship

Action

1. Introduce this activity by saying: THERE ARE MANY WAYS A PROBLEM MIGHT BE SOLVED. IT IS IMPORTANT THAT THE SOLUTION WE CHOOSE FITS THE PROBLEM.

2. THINK OF SOME REASONS WHY FRIENDSHIPS END. After reasons have been suggested, select one. Say: WE WILL ROLE-PLAY THIS SITUATION AND THINK OF DIFFERENT SOLUTIONS TO THE PROBLEM.

3. Have the students role-play one problem and add a solution. Have several students solve the problem in different ways. Then ask: WHICH SOLUTION IS MOST LIKELY TO CONTINUE THE FRIENDSHIP. WHY?

Evaluation

Given a social problem, a list of criteria, and a list of solutions, the student will select the one solution which solves the problem within the constraints of the criteria.

DECISIONS . . . GOOD OR BAD

Problem

The student lacks ability to Identify a Solution.

Goal

To evaluate Appropriate Solutions.

Information

Time: 25-30 minutes

Space: Small group

Way

Decisions . . . Good or Bad

Action

1. Introduce this activity by saying: AFTER YOU DECIDE TO DO SOMETHING, IT IS IMPORTANT TO FIGURE OUT WHETHER THAT DECISION WAS THE BEST ONE FOR THE SITUATION. THIS ACTIVITY WILL HELP YOU IN THINKING ABOUT GOOD OR BAD SOLUTIONS.

2. WE WILL PLAY "THUMBS UP." I WILL READ SOME SITUATIONS. AFTER EACH SITUATION, THINK ABOUT WHETHER THE DECISION IN THIS PARTICULAR SITUATION WAS GOOD. IF YOU THINK IT WAS GOOD, PUT YOUR THUMBS UP. IF YOU DO NOT AGREE WITH THE DECISION, PUT YOUR THUMBS DOWN. BE READY TO TELL ME WHY YOU THINK THAT WAY.

Teacher reads the following situations:

a. In a baseball game, with one man on and two men out, the coach *gave the man on base the sign to run on the hit.*

b. Jim met a boy that he had never seen before. The boy asked Jim to loan him $1 and he promised that he would pay Jim back $2 the next day. *Jim loaned the strange boy $1.*

c. Jan picked up a stray cat on her way home from school. Jan's mother is allergic to cats and dogs, but Jan thought that she could keep the cat in her room. *Jan brought the cat home.*

d. You have just stepped on a nail; you might need a tetanus

shot. *You decide to wait until your sore bothers you before you tell someone.*

e. You want to have your friend stay overnight on Friday. *Before you ask your friend, you ask your parents.*

f. Duane wants to ride his bike to school instead of taking the bus as usual, but there are black clouds in the sky. *Duane decides to ride his bike anyway.*

g. Tom's dad saw an ad for a used TV. *Without turning the set on, Tom's dad bought it for $25.*

h. While Sue was baby-sitting for her three-year-old baby brother, a girl friend drove up in her new car. The girl friend told Sue to leave her little brother and ride around the block in the car. *Sue thought a minute and then decided to bring her little brother with her.*

i. Sheila's mom gave her $6 to buy a new pair of shoes. Sheila found a pair of shoes on sale for $2 that were just a little tight. If she bought them, she'd have enough money left over to buy a record she'd been wanting. *She decided not to buy them.*

j. In one week, Jeff's family will be moving from their house into an apartment. Jeff's parents tell him that he must sell his minibike before they move as there is no place to store it at the apartment. Jeff gets an offer of $85, but he wants $100. *He decides to accept the offer.*

Following each situation, ask the students to look around and see if other people agree with their decisions. Ask two or three students why they decided the way they did.

Evaluation

Given a social situation involving a solution, the student will identify whether or not the solution was appropriate and give two reasons for his/her choice.

I CAN DECIDE FOR MYSELF

Problem

The student lacks ability to Take Action.

Goal

To develop ability to identify appropriate Solutions.

Information

Resource: Adapted from *TAD*, AGS, Inc.

Time: 20-25 minutes

Space: Large group

Way

I Can Decide For Myself

Action

1. Introduce this activity by saying: TO MAKE A DECISION MEANS THAT WE MUST CHOOSE BETWEEN DIFFERENT WAYS TO SOLVE A PROBLEM. TO DO THIS, WE MUST THINK ABOUT THE PROBLEM (WHAT'S HAPPENING? WHAT'S IMPORTANT?): WHERE TO GET INFORMATION (WHAT WILL HELP?); WAYS TO SOLVE THE PROBLEM (WHAT WAYS?): A BEST WAY (WHICH WAY?); AND, IF THE WAY WORKED (WHEN? HOW WELL?). THIS ACTIVITY WILL HELP YOU TO THINK ABOUT EACH OF THESE STEPS.

2. I WILL READ A SITUATION. NEXT, YOU WILL DISCUSS THE SITUATION AND ANSWER EACH OF THE DECISION-MAKING QUESTIONS. THEN YOU WILL ROLE-PLAY YOUR SOLUTION.

3. Following the reading of each situation, ask: What's happening? What's important? What will help? What ways? Which way? When? How well?

4. Allow students to discuss each step. Attempt to reach consensus on each response. Have the students role-play their solutions.

5. Situations to discuss include the following:

a. Tom, Mike and Al are hanging around behind the school. Tom is trying to light a cigarette, even though he has never done it before. Mike and Al are watching him. Tom throws his match into some dried grass and a fire starts. Mike and Al see the fire. Tom has not

noticed it yet. The grass is very dry and becomes a big fire very quickly. The boys run away from the fire and the school. They are really frightened. They stand a safe distance away from the fire and watch. A lady across the street sees the fire and smoke, and calls the Fire Department. The firemen get the fire under control. The boys do not know whether anyone saw them or not and they don't know what to do.

b. Jackie is walking down the hall in the school. She is very angry about something. Sam is talking to a friend. Sam says "Hi!" to Jackie, but she is still angry and does not pay any attention to him. Sam opens the door to the classroom and Jackie walks through it behind him. She pushes past Sam so fast that she knocks him over. Still angry, Jackie hurries to her seat on the other side of the room. Sam is really puzzled by her behavior.

c. Maryanne and her friend, Barbara, are shopping in the drug store. They are really enjoying themselves. They are looking at the magazines and having fun looking at the toys. Then they walk over to the candy section. Maryanne is surprised to see Barbara put some gum into her pocket and hide it so she won't have to pay for it. Maryanne is worried because she does not approve of stealing. She wonders what she should do.

Evaluation

Given a social situation involving a solution, the student will identify whether or not the solution was appropriate and give two reasons for his/her choice.

I URGE

Problem

The student lacks ability to Take Action.

Goal

To develop ability to identify ways that problems might be solved.

Information

Resource: Adapted from *The Other Side of the Report Card* by Chase.

Time: 20 minutes

Space: Large group

Materials: 3" x 5" cards

Way

I Urge

Action

1. Introduce this activity by saying: AFTER YOU HAVE MADE A DECISION, IT IS IMPORTANT THAT YOU DO SOMETHING ABOUT IT. TODAY, WE ARE GOING TO USE SOME MAKE BELIEVE TELEGRAMS TO HELP YOU TO TAKE ACTION.

2. THINK OF SOMEONE WHO IS VERY IMPORTANT TO YOU. A MEMBER OF YOUR FAMILY, A FRIEND, OR SOMEONE FAR AWAY. IMAGINE THAT YOU ARE SENDING HIM/HER A TELEGRAM. THIS TELEGRAM HAS TO BEGIN WITH THE WORDS, *"I URGE YOU,"* FOLLOWED BY WHATEVER YOU WANT THAT PERSON TO DO. DON'T PUT YOUR OWN NAME ON THE TELEGRAM, BECAUSE IT IS NOT IMPORTANT THAT WE KNOW WHO WROTE IT.

3. After three or four minutes, collect the telegrams and mix them up. Without any comment, read each one aloud.

Discuss: DID ANY OF YOU HEAR AN "I URGE" TELEGRAM THAT YOU FELT WAS REALLY INTERESTING OR THAT COULD EVEN HAVE BEEN WRITTEN TO YOU? WHAT IF YOU RECEIVED...(put in one of the particular telegram messages)? WHAT WOULD YOUR RESPONSE BE? IF SOMEONE REALLY SENT YOU A TELEGRAM LIKE THAT, WHAT WOULD YOU DO?

NOTE: This activity could be continued by asking the students to

think about some area of their own lives that is not the way they want it to be. It can be anything at all in their lives with which they are not satisfied. They are to write an "I Urge" telegram about this starting as follows: SELF, I URGE YOU TO...

Evaluation

Given a social problem, the student will describe two or more ways (strategies) the problem might be solved.

THUMBS UP

Problem

The student lacks ability to Take Action.

Goal

To develop ability to Identify a best Solution.

Information

Resource: *Values Clarification* by Simon

Time: 20 minutes

Space: Small group

Way

Thumbs Up

Action

1. Introduce by activity by saying: REASONABLE PEOPLE CAREFULLY JUDGE WHETHER A DECISION IS BEST FOR THEM BASED ON WHAT THEY KNOW ABOUT THEIR INTERESTS, ABILITY AND WHAT THEY VALUE. IN THIS ACTIVITY, YOU WILL HAVE A CHANCE TO THINK ABOUT WHAT IS BEST FOR YOU AND TO COMPARE POSSIBLE SOLUTIONS. AS YOU ANSWER EACH QUESTION, LOOK TO SEE HOW OTHER PEOPLE ANSWER. SEE IF THEY ANSWER AS YOU DO, OR DIFFERENTLY.

2. I WILL READ A STATEMENT. AFTER I HAVE READ IT, MAKE A FIST AND STICK UP YOUR THUMB IF YOU AGREE WITH THE STATEMENT. IF YOU AGREE STRONGLY, SHAKE YOUR THUMB UP AND DOWN. IF YOU DISAGREE WITH THE STATEMENT, MAKE A FIST AND POINT YOUR THUMB DOWN. IF YOU DISAGREE STRONGLY, SHAKE YOUR FIST UP AND DOWN. IF YOU ARE UNSURE OF YOUR ANSWER, FOLD YOUR ARMS AND WAIT FOR THE NEXT STATEMENT.

3. REMEMBER TO LOOK AROUND AND NOTICE HOW OTHERS RESPOND.

4. Teacher reads: HOW MANY OF YOU have a pet at home? would like to live on a farm? like strawberry ice cream? like spinach? think school is fun? have a favorite TV show? have a best friend? have no father living at home? daydream sometime? like to be teased? sometimes tease others? receive an allowance? work for an allowance? would like to change your name? can swim? would like your mother to have a new baby? go to Sunday School? would like to go to Disneyland? think teachers should spank children? are afraid of the dark? think

it is all right for girls to play baseball? think it is all right for boys to play with Barbie dolls? think you may smoke some day? wish you could stay up late at night?

Evaluation

Given a social problem and a list of strategies, the student will identify the way s/he thinks is best for her/him.

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COORDINATOR'S GUIDE

HELPING
ELEMENTARY SCHOOL STUDENTS
DEVELOP DECISION-MAKING SKILLS

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MODULE GOAL AND OBJECTIVES

Module Goal

This module focuses on particular skills needed to assist students to make decisions.

This module is especially suited to elementary school personnel including teachers, counselors, psychologists, administrators, paraprofessionals, and any others who desire to facilitate students' independence, self-control and self-motivation.

You will gain awareness of the decision-making process. You will understand the relationship of knowledge of your interests, attitudes and values to that process; improve your skills in helping students to make decisions; and develop and demonstrate a lesson designed to attain improved student decision-making in your own setting.

Module Objectives

When you have successfully completed this module, you will be able to:

1. List at least five advantages of helping students develop their decision-making ability.

Successful completion of this objective should include a minimum of five advantages for using skills in decision-making. Three or more of these advantages should come from the text (Activity Two).

2. Utilize the eight steps of a general model of the decision-making process in an actual decision-making situation.

Successful completion of this objective is obtaining at least 12 out of 16 possible points as explained in Activity Four.

3. List at least five factors in the instructional process that provide opportunities for student decision-making.

Successful completion of this objective is utilizing five or more instructional factors listed in the text (Activity Five).

4. Describe the strategies that can be used to help students develop their decision-making ability and model one strategy.

Successful completion of this objective is that each of the three strategies described will be from the text, and that the two illustrations of each will be supplied from pertinent experience (Activity Six).

5. Plan and conduct a simulated lesson to help students develop their decision-making ability.

Successful completion of this objective is: (1) a completed lesson plan, as judged by participant and facilitator agreement; (2) three completed evaluations of participants' lessons in which two out of three will agree on eight of 12 checklist items.

THE COORDINATOR'S ROLE

Your role is central to the success of this module, for you will act as both instructional leader and model of the teaching behaviors which foster individual and group decision-making skills.

To paraphrase the Golden Rule, your function is to "do unto others as you would have them do unto others."

The decisions which you, as facilitator, make and carry out will affect the learning process of each participant. Basically, these decisions can be classified into the following four categories:

1. Creating the climate.
2. Setting the pace.
3. Facilitating interaction.
4. Evaluating individual output.

Creating the Climate

William Purkey (1974) has delineated six important factors in any learning situation for creating an atmosphere conducive to academic achievement and enhanced self-concept. These factors include warmth, control, freedom, challenge, respect, and success.

A relaxed, comfortable environment, responsive to individual needs, has the positive and beneficial effect of promoting interested and motivated participants.

The module is designed to provide challenge and structure, but the warmth, respect, and freedom to make choices will come directly from your efforts. Be sensitive to states of fatigue or attentiveness, success or failure, frustration or relaxation, and the stimulating effect of group interaction on each individual. Try to engage the group in repartee whenever it is appropriate, inject humor, and use the skills of wait-time, probing, questioning, and so forth, to build a supportive environment.

Regulating the Pace

Another decision you will make is the determination of the appropriate pace for presenting the material. This is not easy, because participants vary in their prior knowledge, position of responsibility, and interests. Proceeding at too slow or too fast a pace is, at best, a waste of time. You must decide when it is necessary to speed up or slow down.

If conversation bogs down, ask some open-ended questions. To speed things, summarize material. Remain as flexible as possible, but remember that the schedule is tight and you are obliged to complete the module.

Two breaks and one lunch period are provided.

Facilitating Group Interaction

The activities in this module have been designed to encourage discussion and interaction among the participants. Learning to use the teaching techniques described in Objective Four necessitates this interaction.

If participants are to grow in their ability to help children make decisions, they need the feedback of their groups. Help them to be open to the informal communication of their group. Keep in mind that your goal is to help each participant develop confidence in his/her judgment, thoughts and abilities.

Evaluation

Finally, you must decide what has been learned. To do this, you will need to monitor participant responses. Most of the activities in this module are judged by members of the small groups. However, it remains your responsibility to maintain the quality of the module, to set the parameters of the group, and to determine what has been accomplished.

SUGGESTED TIME SCHEDULE

Section	Approximate Time
Warm-Up	30 minutes
Introduction to Decision-Making (Objective One)	90 minutes
BREAK	15 minutes
The Decision-Making Model (Objective Two)	90 minutes
LUNCH	45 minutes
Building an Effective Setting (Objective Three)	60 minutes
Enabling Teaching Behaviors (Objective Four)	75 minutes
BREAK	15 minutes
Conducting a Lesson (Objective Five)	75 minutes
	7 hours of Workshop Activity

CHECKLIST OF COORDINATOR'S TASKS

Track your progress through preparation and presentation of the module by using the following checklist.

Pre-Workshop

1. Study module and guide thoroughly.
2. Supply all materials needed.
3. Arrange materials by activity.

Mid-Workshop

1. Distribute name tags and numbers for groupings.
2. Introduce yourself to participants, describing your background and role.
3. Establish agenda, schedule, and physical arrangements.
4. Distribute modules.
5. Conduct Warm-Up activity.
6. Introduce the goal and structure of the module.
7. Lecture from the text, indicating main points. Give or elicit examples from the group.
8. Help wherever needed.
9. Evaluate each activity as indicated in assessment criteria.
10. Conduct wrap-up session as follows:
    a. Summarize what has happened.
    b. Resolve unanswered questions.
    c. Identify sources of additional information.

REQUIRED MATERIALS

Introduction

1. A 3x5 card for each participant, numbered 1, 2, 3 or 4 on the upper right-hand corner, to be used as a name tag.
2. A straight pin for attaching name tag.
3. Enough felt pens or markers so each participant can print his/her name in large letters on name tag.
4. Pencils and blank paper as needed.

Objective One

In order that the participants can keep their module copies intact for future use, additional copies of the activity pages should be furnished. This means one extra activity page for each objective except Activity Seven for which four extra sheets of the evaluation checklist are needed for each participant.

Objective Two

1. Large sheets of lined newsprint (24"x36") for listing responses of each group.
2. Felt pens, one per group.

Objective Five

1. Two tape recorders per group.
2. Blank tape for each recorder.
3. Lessons from Module Appendix.
4. Four copies of evaluation checklist per person.

Suggested Time Schedule

The time schedule is tentative. If this module is to be presented over a series of sessions, such as part of a continuing class, one section could be presented each time. If presented in two half-day sessions, Sections 1-3 could be presented the first session, and Sections 4-5 the next.

Warm-Up Activity

The activity provided is designed to set a pattern for group interaction and provide orientation to the module topic. Establish groups of four through the numbering of name tags, then pair individuals within the subgroups for the warm-up activity.

Introductory Remarks

Any current news item involving decision-making makes a great "opener." One which might be used is as follows:

> A compelling need has been identified by California youth for the introduction of decision-making skills in the school. The Citizen's Policy Center recently completed an Open Road project presenting a view of guidance and counseling services in California as perceived by students and staff in eight California areas.
>
> Preliminary findings, presented at a Subcommittee Hearing of the State of California Assembly Education Committee, November 29, 1978, indicate a major concern of students is "to learn to make decisions and gain experience to evaluate these decisions." In the words of the report, students "feel abandoned by society, caught in a bureaucratic prison that neither recognizes nor meets their most basic needs, and pressured to make decisions about their lives for which they have neither the information nor the experience." (Citizen's Policy Center, 1978).
>
> This module addresses this critical need, plus more.

Outcomes and Skills

Briefly describe goal and outcomes listed. Ask participants to read through the Module Outline and answer any questions which arise.

Glossary

Listen carefully to the feedback received from participants during the discussion of terms. You will gain valuable information on the level of understanding of the group. For those who need further clarification, you might suggest reading the module section which further deals with each term.

Additional Resources

Refer participants to the Bibliography for more definitive works in each topic area.

ASSESSING THE ACTIVITIES

The following criteria are to be used to evaluate the completion of each activity.

Warm-Up Activity: Discussing a Decision

Grouping: 4 participants in pairs

Time: 30 minutes

Criteria: All pairs will decide on a topic for discussion and describe their method for selection of that topic.

Sample Responses: "Let him/her decide." "We both selected/agreed on this topic." "After a process of elimination, this topic was the only one left." "We never agreed on a topic. We couldn't decide."

OBJECTIVE ONE

Activity One: Decision-Making Profile

Grouping: Individual and group of 4

Time: 15 minutes

Criteria: Each participant will: (1) Complete the profile for himself/herself. (2) Complete the profile for an ideal decision-maker. (3) Identify differences in the two profiles. (4) Discuss three items on the profile. (5) Determine how each of one to four Profile items is related to the decision-making process. (6) Report conclusions to the entire group.

Activity Two: Advantages of Knowing Decision-Making (Post Assessment)

Grouping: Individual

Time: 15 minutes

Criteria: Each participant will complete a paragraph describing five advantages for knowing the skills of decision-making. Three of the items should come from the text, two can come from group discussion of

individual ideas.

Sample List of Advantages (from Module text): (1) More realistic self-concept. (2) Greater appreciation of role of others. (3) Increased perception of others (4) Greater ability to cope with change. (5) Increased range of possibilities. (6) Clarifies the interrelationship of affective and cognitive domains. (7) Increases self-esteem. (8) Expands range of strategies. (9) Greater ability to get information knowledge to be used in present and future.

OBJECTIVE TWO

Activity Three: Purchasing a Car

Grouping: 4 participants

Time: 25 minutes

Criteria: Each participant will: (1) Participate in group discussion. (2) Select a group comment from the discussion which illustrates each of eight steps of the Model.

The criteria for acceptance is the group's consensus that each comment is acceptable.

Activity Four: Your Career

Grouping: Individual

Time: 20 minutes

Criteria: Each participant will complete the Decision-Making Model by composing one relevant statement for each of the eight steps.

The criteria for acceptance is a score of 12 or more as judged by the participant's partner according to the criteria listed.

OBJECTIVE THREE

Activity Five: Your Ideal School

Grouping: 4 participants

Time: 25 minutes

Criteria: Each participant will: (1) Participate in group discussion. (2) Assist in creating a list of 15 or more school activities and classify five according to the chart provided. (3) Select one activity to try.

Successful achievement is identifying at least five instructional factors considered in selecting that learning activity which allow students to practice decision-making skills.

Factors mentioned in text: (1) Materials. (2) Method of study. (3) Pace. (4) Locus of decision. (5) Curriculum emphasis. (6) Role of teacher. (7) Teaching method. (8) Environment. (9) Time. (10) Evaluation.

OBJECTIVE FOUR

Activity Six: Method

Grouping: 4 participants

Time: 20-25 minutes

Criteria: Each participant will: (1) Demonstrate a teaching strategy which facilitates students' development of decision-making skills as judged by group consensus. (2) Complete the worksheet supplied; (3) Write a paragraph which identifies three teaching strategies which can be used to elicit student decision-making behavior.

The criteria for acceptance is that the three strategies will be from the text and the two illustrations of each strategy will be supplied from pertinent experience.

OBJECTIVE FIVE

Activity Seven: Conducting a Lesson (Post Assessment)

Grouping: 4 participants

Time: 60 minutes

Criteria: Each participant will: (1) Complete a lesson plan including: (a) an identified need; (b) a goal; (c) a strategy; (d) an

evaluation. (2) Teach part of this lesson, employing at least one enabling teaching behavior identified in Objective Four. (3) Complete three evaluation checklists, two on other group members and one on self.

The criteria for acceptance of this are: (1) A completed lesson plan, as judged by participant and facilitator agreement. (2) Three completed evaluations of participants' lessons, including a self-evaluation, in which two out of three will agree on eight of the 12 checklist items.

Synchronizing this activity could be difficult. Two tape recorders are needed for each group of four because one will be giving the lesson while another will be listening to his/her completed lesson. Of course, if tape recorders are unavailable, each "teacher" would get three ratings from others rather than two other ratings and one by self. The criteria of acceptance is the same.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

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NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. At this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will make immediate use of career guidance progress in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were exciting and daring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodroe M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodroe M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler